SOP: Collaboration and Communication with General Education Teachers

This SOP details the process for **collaboration and communication with general education teachers**, emphasizing effective teamwork, information sharing, and coordinated instruction. It outlines protocols for regular meetings, progress updates, joint lesson planning, accommodations and modifications discussions, and conflict resolution strategies to support student success and inclusive education practices.

1. Purpose

To establish clear procedures and best practices for ongoing collaboration and communication between special education and general education teachers to maximize student outcomes within inclusive settings.

2. Scope

This SOP applies to all special education personnel and general education teachers involved in the instruction of students with IEPs or 504 plans.

3. Roles and Responsibilities

Role	Responsibilities
Special Education Teacher	Share student specific needs, recommend accommodations/modifications, participate in meetings, co-plan lessons, monitor implementation.
General Education Teacher	Implement agreed-upon strategies, communicate student progress, participate in meetings, contribute to lesson planning.
Administrators/Caseload Managers	Facilitate collaboration, resolve conflicts, ensure compliance with requirements.

4. Procedure

1. **Scheduled Meetings:**
   - Hold regular collaboration meetings (at least monthly or as determined by the team).
   - Prepare agendas in advance and take minutes.

2. **Progress Updates:**
   - Share student data, observations, and concerns via email or shared documents weekly or as needed.
   - Review goals and make adjustments collaboratively.

3. **Joint Lesson Planning:**
   - Plan units/lessons together to align standards, accommodations, and classroom expectations.
   - Identify roles in co-teaching arrangements and group instruction.

4. **Accommodations and Modifications:**
   - Review IEPs/504s together at the beginning of each semester or when new students join.
   - Clarify responsibilities for implementing accommodations and collect feedback for IEP updates.

5. **Conflict Resolution:**
   - Address conflicts directly and professionally; seek support from administration if unresolved.
   - Document issues and outcomes when necessary.

6. **Documentation and Communication Tools:**
   - Use shared folders/drives for lesson plans, meeting notes, and student data.
   - Maintain secure, FERPA-compliant communications.

5. Review and Continuous Improvement

- Solicit feedback from all team members at least annually.
- Revise protocols and schedules as needed to enhance collaboration and student support.

6. References

- IDEA (Individuals with Disabilities Education Act)
- FERPA (Family Educational Rights and Privacy Act)
- District policies & procedures manuals